

**THE INFLUENCE OF USING PEER REVIEW TECHNIQUE TOWARDS
STUDENTS' ABILITY IN WRITING REPORT TEXT AT THE
SECOND SEMESTER OF THE ELEVENTH GRADE OF
SMA NEGERI 1 PENAWARTAMA IN THE
ACADEMIC YEAR 2020/2021**



A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

In learning English, there are four skills which must be mastered by the students, such as: listening, speaking, reading and writing. From the four language skills, writing is the most difficult subject, as Patel and Jain say that for the moment we can accept that writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling and sentence pattern.² It means writing is the most difficult skill because the writer needs skills on how to write words correctly, how to put and arrange those words or paraphrase into sentences which are supposed to be meaningful according to sentence patterns.

As Raimes states that writing also reinforces the grammatical structures, idioms, and vocabulary. Thus, writing is the ability to express idea that writer will use knowledge of structure and vocabulary to express the idea in written form.³

Almost students said that writing is the most difficult on when they learning English. Pardiyono states that in language skills category, writing still has been looked on skill the most is hard, between speaking and

²M.F. Patel, Praven M. Jain, *English Language Teaching (Methods, Tools, Techniques)*, (Jaipur: Sunrise Publisher & Distributors, 2018), p. 125

³Ann Raimes, *Techniques and Teaching Writing*, (New York: Oxford University Press, 1987), p.3

reading, by some students.⁴ Thus, it is not surprise if the teacher find the students have difficulties in elaborating their idea in written form, for example, the students find trouble in arranging a good sentence. The mistake is not only in using grammar but also in choosing suitable vocabulary.

According to Brown, “the process of writing requires an entirely different set of competencies. Written products are often the result of thinking, drafting, and revising procedures that requires specialized skills, skills that not every speaker developed naturally”.⁵ It is clear enough to defines writing skill is considered as the difficult skill for student because it needs many competencies. Thus, most of them consider writing is the most difficult subject.

As the result of the preliminary research was conducted in SMA Negeri 1 Penawartama on January 27th 2020, the data were gained by interviewing Ms. Rahmawati, S.Pd as the English teacher at the eleventh grade, she frequently found any problems, especially in teaching her students writing lesson. Students often feel difficult in collecting the words to be a correct sentence. The teacher also stated she used to emphasize the lesson on the grammatical rules and punctuation of the text. To teach writing, the teacher provides students the text that has the question below it. The teacher instructs the students to write down the intended answers that are

⁴ Pardiyo, *12 Writing Clues For Better Writing Competence*, (Yogyakarta: Andi Offset, 2006), p.1

⁵ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Peadgogy* (2nd Ed), (California: Longman), p.335

from the text, it is how the way the teachers teach writing skill. However, once she used to teach them by using self-correction technique to make students feel free to write. They can write anything based on what they think and what they like⁶.

Based on the interview with the students, the students stated that they feel confused with that kind of the technique that the teacher used. The students feel forced to understand the text. As the result, the students were lazy to do the assignment by the teacher. The students could not make the correct sentences because their grammar ability was low. The students lacked of vocabulary mastery. The technique that are used to be applied in the class less authentic and interactive since they are only instructed to answer the question of the passage by writing down the answer as their writing learning activity and then, they instruct to correct their writing by themselves by using self-correction technique.⁷

From the data that were obtained from the teacher and students, it can be concluded that the techniques used to teach are less effective and interactive. Other technique was offered for teaching the students writing skill, there is peer review technique.

Peer review is important because it gives students opportunity to share ideas and learn skill and peer review provides students with informed

⁶ Rahmawati, *Interview to the Teacher*, SMAN 1 Penawartama, January 27th, 2020

⁷ Defrandia Kinantyas, *interview to the student*, SMAN 1 Peanawartama, January 27th, 2020

feedback that can help them improve on their work.⁸ Carr refers to peer review as an important teaching technique in which students read and make comments about their peers' written work.⁹ Ferris and Hedgecock also adds peer review gives students an opportunity to engage in constructive and less intimidating talk about their own work.¹⁰ It means that peer review is an important technique in teaching learning writing because this technique improve the students' writing ability correctly and develop the students cooperation in pairs to solved the problems.

In addition, by using peer review technique gives students an opportunity to share ideas and learn about their weaknesses and strengths with read and make comments about their peers' written work. This sharing and defending ideas leads to cooperation to arrive at one idea, at correction, and at improvement students' own writing. So that, the students is motivated to increase their learning.

Based on the previous research by Hilda Eriya Sani from Raden Intan State Islamic University in the thesis at the eighth grade of MTs Negeri 2 Bandar Lampung 2017 with her research paper entitled "The Influence of Using Peer Review Technique Towards Students' Recount Text Writing Ability at the Second Semester of the regular Eight Grade of MTs Negeri 2 Bandar Lampung in 2016/2017 Academic Year".the significant

⁸ N Reese-Durham, *Peer Evaluation as an Active Learning Technique*. *Journal of Instructional Psychology*, (Retrieved from Academic search Premier, 2005), p. 328

⁹ Simon Carr, *Students and Peer Evaluation*. *Teaching Exectional Children*, (Retrieved from Academic Search Premier database, 2008), p.24.

¹⁰ Dana Ferris and John Hedgcock, *Teaching ESL composition: Purpose, Process, and Practice*. (Mahwah: Lawrance Erlbaum Publisher, 2005)

influence can be seen from Sig.(2-tailed) of the equal variance assumed in the independent sample t-test table where the sig.(2-tailed) is 0.0001. It is lower than $\alpha = 0.05$ and it means H_0 is rejected and H_a is accepted. It can be proved from the hypothetical test, peer review can give a significant influence towards students' recount text ability.¹¹

The second research was done by Candra Arifiana with the title "Improving Students' Skill in Writing Recount Text by Using Peer Review Technique of the Eighth Grade of SMP 4 Batang in Academic Year 2014/2015", the result of the study showed significant improvement of the students' achievement in writing recount text. It is proven by the average result in the pre-test 63.00 and post-test 79.50. It could be concluded, using peer review technique as a learning technique gives the improvement to students' skill in writing recount text.¹²

The last was journal by Hazra with the title "The influence of peer review technique towards students' writing ability at the eleventh class of SMAN 14 Bandar Lampung in 2018/2019", it can be seen from calculating of the result of hypothesis testing and average score of experimental class was higher than the control class. The average score of experimental class was 74.96 and the average score of control class was

¹¹ Hilda Eriya Sani, *The Influence of Using Peer Review Technique Towards Students' Recount Text Writing Ability at the second semester of The regular Eighth Grade oh MTs Negeri 2 Bandar Lampung in 2016/2017 Academic Year* (Lampung: Raden Intan State Islamic University, 2017)

¹² Candra Arifiana, *Improving Students' Skill in Writing Recount Text by Using Peer Review Technique of the Eighth grade of SMP 4 Batang in the Academic Year of 2014/2015*, (Semarang: Semarang State University, 2015)

62.96. Therefore, peer review technique was effective technique which can be used by the teacher to improve students' writing ability.¹³

Based on the result that had been found, it can be concluded that three researchers above stated the peer review technique is available to improve the focus skill of the learner. But it is also back to how the teacher implements the procedure of peer review technique as well as possible.

Based on the explanation and problem above, the researcher interested to conduct a research entitled "The Influence of Using Peer Review Technique towards Students' Ability in Writing Report Text at the Second Semester of the Eleventh Grade of SMA Negeri 1 Penawartama in the Academic Year 2020/2021".

B. Identification of the Problem

Based on the background above, the problem were identified as follows:

1. The students less interested with the technique or activity of the English teacher in writing subject.
2. The students lacked of vocabulary mastery.
3. The students got difficulties to combine and arrange the word to be a correct sentence.
4. The students were lazy to do assignment by the teacher.

¹³ Diya Hayyu Kauliyah Hazra, *The Influence of Peer Review Technique Towards Students' Writing Ability at the Eleventh Class of SMA Negeri 14 Bandar Lampung in 2018/2019*, Vol. 1 No. 2, 2019, (Bandar Lampung : JEES Jurnal Mahasiswa Pendidikan Bahasa Inggris, 2019)

C. Limitation of the Problem

From the identification of the problem, this research would be focused on the influence of using peer review technique toward students' ability in writing report text at the eleventh grade of SMA Negeri 1 Penawartama in the academic year of 2020/2021.

D. Formulation of the Problem

Reffering to the identification and limitation of the problem above, the problem was formulated as follows: Is there any significant influence of using peer review technique toward students' ability in writing report text at the eleventh grade of SMA Negeri 1 Penawartama in the academic year of 2020/2021?

E. Objective of the Research

Based on the formulation of the problem, the objective of this research was to know whether there is significant influence of peer review technique towards students' ability in writing report text at the eleventh grade of SMA Negeri 1 Penawartama in the academic year 2020/2021.

F. Significance of the Research

Significance of the research was as follows:

1. Theoritically, the research could enrich or add theories about the students' ability in writing report text by using peer review technique. It also gave references for other researcher who will conduct the same object with different perspective.

2. Practically, the result of the research became new information for the teacher and the students, they were as follows:

a. For the teacher

The teacher got valuable information about an alternative technique to be used to improve students' ability in writing report text, especially with the used of peer review technique.

b. For the student

By using peer review technique, the students knew their strengths and weaknesses in writing, and encouraged them to improve their writing ability.

G. Scope of the Research

The scope of the research was as follows:

a. Subject of the Research

The subject of the research was the students of the eleventh grade of SMA Negeri 1 Penawartama.

b. Object of the Research

The research object was the influence of using peer review technique towards students' ability in writing report text.

c. Place of the Research

The research was conducted in SMA Negeri 1 Penawartama.

d. Time of the Research

The research was conducted in the second semester of the academic year of 2020/2021.

CHAPTER II

LITERATURE REVIEW

A. Teaching English as a Foreign Language

English is an international language. English was also a foreign language which was taught from elementary school until university compulsory subject in Indonesia. This mean all students especially in Indonesia were required to learn English from elementary school. Setiyadi stated that English is learned in school and the community does not use the language in their daily life. Here, language students in Indonesia use English not for communication between others but only to focus on learning English as a lesson in school. Thus, English is very important to be learned by learners of elementary school up to university.

According to Harmer English as foreign language was generally taken to apply to students who were studying general English at school and institutes in their own country or as transitory visitor in a target language country.¹ It means, the learners only have chance to practice English at school and institution. In this case the teachers are required to encourage learners to practice English in their daily activities.

Thus, teaching English as foreign language means facilitate the learners to graps the language as a tool communication after the first language and not as primary language. In teaching English as foreign language, the

¹ Jeremy Harmer, *How to Teach Writing*, (London: Pearson Educational Limited, 2004), p. 39

teacher should assist, guide, show and provide the knowledge to the learners in mastery the material in order to encourage learners to practice English every time in their daily activities.

B. Concept of Writing

1. Definition of Writing

Writing is not only writing sentences without purpose, but writing is an activity of producing a text that has a real purpose. This idea is also supported by Weigle, who defines writing as an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience.² From the definition, it means that it is important to view writing not only as the products of an individual but also as a social act because writing is activity that are socially and culturally shaped and individually and socially purposed.

Brown states that writing is a process of thinking in which writer figure out their thoughts then put them into written language.³ During the process of thinking that sometimes needs a long time, the writers are asked to explore their knowledge, experiences, or memories to find and then determine a topic to write.

Furthermore, Harmer states that writing as a kind of process wheel, where the writers move both around the circumstance of the wheel and

² Sara Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), p.19

³ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy Second Edition*. (New York: A Pearson Education Company, 2001), p.336

across the spokes.⁴ It describes the complex stages that the writers need to go through to write something. Each stage can be continuously repeated until the writers feel no need to go to the previous stages.

Based on the definitions above, it can be concluded that writing is a process of developing ideas into a coherent written language to accomplish a particular purposes which record information, options, benefits, feelings, arguments, explanations and theories.

2. Component in Writing

Writing has some components that should be done by writer in order to get good writing. There are five components to measure writing test in the profile of writing are adopted by Jacobs in Laras:

a. Content

The measure the content of written product is not easy to do. In order to make the teacher or evaluator simple to count it, he applies several descriptors; knowledgeable, substantive, through development of thesis, and relevant to assigned topic.

b. Organization

In organization there are six descriptions that have to take in good written text. They are fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing and cohesive.

c. Vocabulary

⁴ Jeremy Harmer, *op.cit*, p.6

The good writers have to enrich their vocabularies for their writing's quality. But it is not enough without chosen the correct vocabulary to the text. Jacobs states vocabulary into four descriptors: sophisticated range, effective word/idiom choice and usage, word form mastery, and appropriate register.

d. Language Use

As like the vocabulary, in writing evaluation, language use consists of eight descriptors; effective complex constructions, agreement, tenses, number, word order/function, articles, pronouns and preposition.

e. Mechanics

Mechanics are description about the spelling, punctuation, capitalization, paragraphing, and handwriting in written product. It is as basic of the evaluation in the profile of composition.⁵

Based on the explanation above, it is concluded that writing is the skill to use the structure lexical item and their conventional representations ordinary matter of act language. Besides, through the writing, the students could interact with their ideas and developed them in the writing activities to be a good text. At least, there are five components that should be considered for a good writing such as: content, organization, vocabulary, language use, and mechanic.

⁵ Laras Sekar Tanjung, *The Effect of Guided Writing Strategy Toward Students' Writing Skill at Senior High School 1 Ulakan Tapakis*, (Padang: Imam Bonjol University, 2017), p.30-31

3. Concept of Writing Process

Writing process is the stage a writer goes through in order to produce something and its final written form. This process may, of course, be affected by the content (subject matter) of the writing, the type of writing (shopping list, letters, essays, reports, or novels), and the medium it is written in (pen, and paper, computer word files, live chat, etc.)⁶

Harmer states that there are some processes or writing, they are:

a. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes.

b. Drafting

We can refer to the first version of a piece of writing as a draft. As the writing process into editing, a number of drafts may be produced on the way the final version.

c. Editing (reflecting and revising)

Once writer has produced a draft they then, usually read through what they have written to see where it works and where it does not. Perhaps the way something is written is ambiguous confusing. They may then move paragraphs around or write a new

⁶Jeremy Harmer, *The Practice of English Language Teaching* (4th edition), (Cambridge: Pearson Education Limited, 2007), p.325-330

introduction. They may use a different form of word for particular sentence.

d. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version.⁷

Based on the explanation, the researcher concludes their writing is an activity that has several steps, because in having a good writing there are some processes that are called a writing process. The writing is planning, drafting, editing, and final version.

4. Concept of Writing Ability

Writing is a completely process because in writing need cognitive abilities in recognizing some segments of language to produce a qualified writing. In general, writing process is done through two stages: exploring ideas and processing the ideas into readable text. Rivers claimed that writing in the language becomes a complicated activity because writing involves meaningful segments of language such as words, sentences, grammar, and how to transfer those segments in written forms.⁸

Heaton explains that, writing covers a number of knowledge and skills. They are as follows: (a) Language use: the ability to write correct and appropriate sentences; (b) Mechanical skills: the ability to use correctly those conventions peculiar to the written language, for

⁷ Jeremy Harmer, *Op., Cit*, p.4-5

⁸ Wilga M. Rivers, *Teaching Foreign Language Skill*, (Washington: The University of Chicago, 1981), p.294

example: punctuations and spelling; (c) Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information; (d) Stylistic skills: the ability to manipulate sentences and paragraph and use the language effectively; (e) Judgments skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize, and order relevant information.⁹

Tribble says that, there are five major categories for the evaluation of a piece of written work, namely: Task Fulfillment/content 0-20, organization 0-20, vocabulary 0-20, language 0-30, and mechanics 0-10.¹⁰

Based on the statement above, the researcher concludes that writing ability is complicated activity to explore their ideas and processing the idea into written form. Which consist of aspect of writing such as content, organization, vocabulary, language, and mechanics.

C. Concept of Text

A text is a meaningful linguistic unit in a contexts, it is both a spoken text and a written text.¹¹ A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. It means branch of meaningful linguistics which studies to any meaningful spoken or written as called as text.

⁹ J.B. Heaton, *Writing English Language Test (Longman Handbook for Language Teacher)*, (United State of Amerika: Longman Group UK Limited, 1988), p. 135

¹⁰ C. Tribble, *Writing*, (Oxford: Oxford University Press, 1996), p. 130

¹¹ Sanggam Siahaan, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008) p.1

Text is when these words are put together to communicate a meaning, a piece a text is created. Pardiyono says that there are 9 kinds of text must be taught by students:

1. Descriptive text

Descriptive text is the type of text that describes an object.

2. Recount text

Recount text is the type of text about information in the past event.

3. Narrative text

Narrative text is the type of text about problematic story that has a climax and denouement as a solution in the end of the story. The story can be a fiction such as legend, fairytale, myth, and fable.

4. Procedure text

Procedure text is the type of text to describe how something is accomplished through a sequence of actions or steps.

5. Explanation text

Explanation text is the type of text to explain the process involved in the formation or workings of natural or socio cultural phenomena.

6. Report text

Report text is the type of text to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.

7. Exposition text

Exposition text is the type of text about argument or opinion of someone to perceive the problem.

8. Discussion text

Discussion text is the type of text to present (at least) two points of view about an issue.

9. News item

News item is the type of text about events of the day which are considered newsworthy or important.¹²

D. Concept of Report Text

1. Definition of Report Text

Report text is text which functions to describe the way things are, with reference to a range of natural, manmade and social phenomena in our environment.¹³ It means that report a text which describes things in general. A reports presents information about a subject. It is a result of an observation and analysis. Within writing report text, students have to write something decent to report by researching and analyzing something.

Susilohadi states report text is a text that classifies or describes something in general. Reports begin with a general statement which introduces the topic. In the description, facts (parts, qualities, habits,

¹² Pardiyono, *Aku Pasti Bisa: The Art of Teaching*, (Yogyakarta: Andi Publisher, 2010), pp. 27-38

¹³ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Gerdstabler, 1994), p. 155

and behaviors of the subject may be described.¹⁴ Wardiman et al. adds that the first point we should be aware of is the general definition and the classification of each subject that we intend to write in the form of reported text.¹⁵

Haven proposes that most students face informative writing in the form of school reports. That's what reports are – writing to inform. He furthermore asserts that there is a difference between writing to inform and the other expository forms – writing to persuade and personal narratives.¹⁶

Grenville states a report text may ask for straight information, arranged in some logical orders and to discuss different points of view about a subject: to present on side, then the other and finally come down on one sides. Besides, it may ask to compare or contrast several different things.¹⁷ Duigu adds that writing a report text does not ask to discuss the information, but generally to write to describe the information.¹⁸

From the explanation above, it can be concluded that report text is a text which describe things in general, arranged in some logical orders

¹⁴ Gunarso Susilohadi, et al., *Contextual Teaching and Learning: Bahasa Inggris Sekolah Menengah Pertama Kelas IX*, (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008), p.144

¹⁵ Wardiman, A. Masduki B.J. & Sukirman D, *English in Focus for Grade IX Junior High School (SMP/MTs)*, (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008)

¹⁶ Kendall Haven, *Get It Write!: Creating lifelong Writers, from Expository to Narrative*, (Portsmouth: Teacher Idea Press, 2004), p. 215

¹⁷ Kate Grenville, *Writing from Start to Finish: A six Step Guide*. (Australia: Allen & Unwin, 2001), p. 4

¹⁸ Gabi Duigu, *Visuals: Writing about Graphs, Tables, and Diagrams*, (Australia: Academic English Press, 2001), p. 10

and to discuss different points of view about a subject. So, writing report text is not asks to discuss the information, but generally to write to describe the information. In writing report text, the students have to write something decent to report by researching and analyzing something.

2. Generic structure of Report text

Generic structure is general form of genre. Each of genres has its own generic structure. Gerot and Wignell say that the generic structures of report text are general identification and description:

- a. General classification: tells what the phenomenon under discussion is.
- b. Description: tells what the phenomenon under discussion is like in term of: parts (and their functions), qualities, habits or behaviours, if living; uses, if non-natural.¹⁹

Based on the statement above, its can conclude that report text has two generic structures. The first is general classification it is usually in the first paragraph of the text. This part usually introduces the topic of the report or tells what phenomenon under discussion is. It can be a short description of the subject or it can be definitions from the subject that is described. The second is description. In this part, we usually will describe the details of the topic or subject such as physical appearance, parts, qualities, habits or behavior. Every paragraph in the

¹⁹ Linda Gerot and Peter Wignell, *Op. Cit*, p.155

part of description usually gives us information about one feature of the subject.

3. Language Feature of Report Text

Language feature is the features that support meaning (for example sentence structure, noun group/phrase, vocabulary, punctuation, figurative language, framing, and camera angles). Gerot and Wignell say that the language features of report text are:

- a. Focus on **Generic Participants** (in bold).
- b. Use of *relational process* (in italic) to state what is and that which it is.
- c. Use of simple present tense (unless extinct).
- d. No temporal sequence.²⁰

4. Example of Report Text

Rainbow

General classification: Rainbow is an optical phenomena.

Description: It is made of droplets of water when sunlight appears in the angle of sky opposing the sun. When the light enters water droplets, the different spectrum of colors bend at separate angles. That is the reflection, refraction and dispersion of light in water droplets which create the spectrum of light. Beside rain, rainbows can also be caused by many form of airborne water, such as spray, mist, and airborne dew. A rainbow is not an object. We cannot physically approach it. However, we can see it when we stay in the right angle.

Source: <https://englishdoremi.blogspot.com/2019/02/report-text-natural-phenomena.html?m=1>

²⁰ Linda Gerot and Peter Wignell, *Op. Cit*, p. 155

E. Concept of Peer Review Technique

1. Definition of Peer Review Technique

Peer review technique is one of important activity in writing process. According to Raimes, peer review technique is one of techniques in responding to students writing.²¹ In general, peer review technique involves students' interaction in learning process.

Liu and Hansen also stated that peer review is an interaction which involves students to exchange information. In addition, the students have a roles and responsibilities in commenting on and critiquing each other writing in both written and oral formats in the process of writing.²² It means that peer review is an activity to increase students' interaction to exchanging information, commenting on and critiquing each other writing in the process of writing.

According to Bartels, peer review is also referred to as peer editing, peer response, peer evaluation, and peer feedback, in which students read each other's writing and provide feedback to the teacher. Peer review is an activity in process of students' writing responding to each other's writing.²³ So, peer review is not only reviewing others' writing, but also editing, evaluating, and giving feedback to each other writing.

²¹ Ann Raimes, *Technique in Teaching Writing*. (New York: Oxford University Press, 1983), p. 139

²² J. Liu and J. Hansen, *Guiding Principles for Effective Peer Response*. (ELT Journal: Oxford University Press, 2005), p. 31

²³ Nat Bartels, *Written Peer Response in L2 Writing*. (Germany: English Teaching Forum, 2003), p. 34

Based on the theory above, it can be concluded that peer review is a technique that referred to the response, evaluation and feedback towards their peers' writing before the teacher give the feedback itself.

2. Procedure of Using Peer Review Technique

According to Moloudi, he divides the procedure of peer review technique into eight steps. There are some certain as follow:

- a. Write your assignment.
- b. Find your peer in your class.
- c. Exchange a copy of your writing with your peer.
- d. Both read for 3 minutes individually.
- e. Take turns to discuss your writing with your peer for 12 minutes following peer review guidelines.
- f. Note down/save your peer's comments.
- g. Redraft your writing at home.
- h. Submit the first draft, peer's comments, and second draft.²⁴

Next, Rathvon states some step for conducting peer review technique:

- a. Lecturer explain the characteristic of the text;
- b. Lecturer demonstrate how to do peer review;
- c. Students make a first draft;
- d. Peer reviewer read the text;
- e. Peer reviewer discusses his suggestion with the author;

²⁴ Mehrdad Moloudi, *Online and Face-to-face Peer Review: Measures of Implementation in ESL Writing Clesses*, (Iran: Islamic Azad University, 2011), p. 12

- f. Students work independently to revise their own paper.²⁵

Based on the procedures peer review techniques that are explained by Moloudi and Rathvon are combined by the researcher. The researcher combine those technique because they are different one another. Thus, to solve these differences and also the similarity, the researcher modified the procedures in order to be easy in applicating them. As a result the procedures that were used as follows:

- a. The researcher explains the characteristic of the text that will be written and shows the examples;
- b. The researcher demonstrates how to do peer review technique by giving clear feedback on the error writing and she lets students to use dictionaries, grammar book, and class note while correcting the mistakes;
- c. Students have to make a first draft by outlining and writing to be edited;
- d. Students exchange the draft with their partner; it can be allocated randomly;
- e. Students spot the mistakes on partner's draft and fill in peer review worksheet provided be researcher, then students provide feedback by reading, asking questions, giving comments and correcting, and the feedback given can be about strength ad weaknesses that

²⁵ Natalie Rathvon, *Effectiveness School Interventions: Evidence-Based Strategies for Improving Students Outcomes*, (New York: Guilford Publication, 2008), p.239

related to the organization, content, grammar, punctuation, spelling, and vocabulary;

- f. Students consult with their peer reviewer for clarification of the feedback to make the editing clearer;
- g. Students revise their own paper independently as the final draft.

3. Advantages of Using Peer Review Technique

The advantages of using peer review technique by Coates and Marcoulides in Simkin, the advantages of using peer review for such as grading purposes are considerable. These include:

- a. Faster feedback for students.
- b. It provides an opportunity for the students to experience cooperative learning. In cooperative learning the students share and defend ideas to one another and are motivated to increase the learning of others. This sharing and defending ideas leads to cooperation to arrive at one idea, at correction, and at improvement the students' own writing. In brief, peer review in writing allows students to experience the peer cooperation for improvement of their own writing.
- c. Peer review is a stress-reduced activity. Students may check, discuss, and evaluate their work with peer students without being afraid of the grade from teachers. In such activities, students are free to share and defend their ideas for the improvement of their writing. If the students make many

mistakes, for example, the mistakes will not influence their grade. Briefly, peer review is an enjoyable activity.

- d. Peer review also helps students be self-reviewer by correcting friends' grammatical mistakes. Some grammatical mistakes, for example, diction, spelling, punctuation, and conjunctions, are some common mistakes made by many students and are easily found and corrected by peer students. Learning to reduce the grammatical mistakes in peer review can be done by finding and correcting friends' mistakes. Finding and correcting peer' work is just like finding and correcting the students' own mistakes. In conclusion, the aim of peer review in writing lies in helping students to be self-reviewer.²⁶

4. Disadvantages of Using Peer Review Technique

According to Hyland, there were some disadvantages of using peer review technique. They are as follows:

- a. Time constraints.
- b. Teachers' inability to monitor each group simultaneously.
- c. Students unconvinced of comments' value because weakness of readers' knowledge.²⁷

²⁶ Mark G. Simkin and Nari K. Ramarapu, , *student Perceptions of the Peer Review Process in Student Writing Projects*, J. Technical Writing and Communication, vol. 27, (University of Nevada, 1997), p. 250

²⁷ Ken Hyland, *Second Language Writing*, (Cambridge: Cambridge University Press, 2004), p.199

Every technique in teaching has disadvantages which can be solved. Peer review technique usually took too much time in teaching and learning process. Thus, we can manage the time in each stage in the lesson plan. For teacher to talking with one students, or monitor each grup one by one took a lot of time. So, the other way is one-way to whole class interaction. The teacher need to read all of students' draft, after that the teacher tells the strong and weak points that most students have made on vocabulary, organization, writing style, and ideas. Then, the teachers give suggestion to the weak points. To encourage students to be more confident in giving and receiving comments, the teacher help students get rid of negative attitude in giving and receiving comments, giving feasible writing assignment and complete with specific instruction to the students that make students enjoy in learning process.

F. Concept of Self-Correction

1. Definition of Self-Correction

Self-correction is when learners correct their own mistake.²⁸ Khaki and Bria said that, self-correction technique is they know the correct form or may have it as an alternative in mind. What is missing is fine-tuning, confirmation of the correct alternative, and routine access to it,

²⁸ Marry Sprat, Alan Pulverness, Melanie Williams, *The TKT Teaching Knowledge Course* (New York: Cambridge University Press, 2005), p. 153

which is achieved through self-correction.²⁹ They also say that self-correction is autonomous study. In means that self correction is used by students to correct their own work. The students evaluate their mistake and correct it by themselves.

According to Lamy and Hansel self-correction is when they consider their ideas with consciousness of grammatical accuracy and text organization.³⁰ In this explanation the students will correct their writing by themselves.

According to Ho, “Types of code symbols (error codes) led to more successful error correction”.³¹ Error codes included some symbols and alphabet letters that were representatives of the error types the learners would have in their pieces of writing. The error types and responding symbols were the follows:³²

Table 2.1
Correction Codes

Code	Use	Example
WW	Wrong Word	As our plane flew <u>on</u> the mountains we saw snow
WT	Wrong Time	As our plane flew over the mountains we <u>see</u> snow
WF	Wrong Form	As our plane flew over the mountains we <u>was seeing</u> snow

²⁹ Xiao Dan and Qiu Feng, *Effects of self-correction and Peer-editing on Iranian TEFL Postgraduate Students' L2 Writing*, (US-China Foreign Language, Volume 3 (1), (2016), p.157 available on www.jallr.com (Accessed on February 9th, 2020)

³⁰ Lamy & Hampel, *Online Communication in Language Learning and Teaching*. Hampshire, UK: Palgrave Macmillan, 2007, p.1

³¹ Belinda Ho, *Using Error Codes to Help Error Correction*, (Perspectives: Working Papers in English and Communication, Volume 6 (1), (2004), p. 38 available on www.city.edu.hk (Accessed on January 9th, 2020)

³² Dr. Abdolloh Baradan and Mohammad Reza Alwi, *The Effect of Self-correction on Extroverted and Introverted Intermediate EFL Learners' Writing Improvements*, (International Journal of Language Learning and Applied Linguistic World, Volume 9 (2), 2015, p.29 available on www.ijlalw.org (Accessed on January 11th, 2020)

WO	Wrong Order	As our plane over the mountains <u>flew</u> we saw snow
SP	Spelling	As our plane <u>flue</u> over the mountains we saw snow
P	Punctuation	As our plane flew over the mountains; we saw snow
X	Extra Word	As our plane flew over <u>to</u> the mountains we saw snow
M	Missing Word	As our plane flew over the mountains - saw snow
R	Register	As our plane flew over the mountains we <u>observed</u> snow
?	Not Clear	As our plane flew over the mountains we <u>see</u> snow
!	Silly Mistake	As our plane flew over the mountains we <u>seed</u> snow

Based on the theories above, it can be concluded that, self-correction technique is a process that the learners evaluate and correcting their by themselves.

2. Procedure of Self-Correction Technique in Writing Report Text

Iseni says that there are some procedures of teaching report text through self-correction as follows:

- a. The teacher mention correction symbol to help students in correcting their mistakes.
- b. The teacher explains about correction symbol to the students, till become natural to their work.
- c. Students use list of symbol to work individually.
- d. The students may identify themselves some mistakes.
- e. The students may need to conclude to the teacher.³³

³³ Arburim Iseni, *Assessment, Testing, and Correcting Students' Errors and Mistakes*, (Journal of the Association for Anglo-American Studies, Volume 1 (3), (2011), p.66 available on www.researchgate.net (Accessed on January 11th, 2020)

3. The advantages of Self-Correction Technique

According to Rana and Preveen, “self-correction is believed to instill in the learner feelings of self-sufficiency and provide them the opportunity to take a more active role in their own learning and also helps weak students away from dependency on the teacher for correction”.³⁴ Besides, students also enjoy and work seriously in correcting their own written work.³⁵

4. Disadvantage of Self-Correcting Technique

According to Iseni, disadvantage of self-correction are:

- a. It is difficult to be applied.
- b. Teachers do not accept the procedure of self-correction.³⁶

Among the disadvantages of self-correction, the following may be mentioned:

- a. Students may not be able to self-correct and consequently become demotivated.
- b. Students may feel under pressure or embarrassed.
- c. Students may correct what was already correct and do more harm than good.
- d. It is potentially more time consuming.

³⁴ Abdul Majid Khan Rana and Uzma Perveen, *Motivating Students Through Self-correction* (Journal of Educational Research International, Volume 2 (2), (2013), p.194 available on www.erint.savap.org.pk (Accessed on February 11th, 2020)

³⁵ *Ibid*, p.67

³⁶ *Ibid*, p.68

Based on the explanation, self-correction has some disadvantages in teaching and learning proses especially in teaching writing. By using self-correction it will be difficult to apply because the students may have some confused to correct their own work, the technique potentially more time consuming. Then, teachers do not accept the procedure because it only did by the students.

G. Frame of Thinking

Writing skill is one of language skills which is need to be mastered by students when they study English. Writing is the one of indirect tools communication to others. Writing ability is part of language written in order to convey ideas to the reader. Besides that, having good abilities in writing will help the students to explore ideas and develop their thinking about their experience and their knowledge.

In teaching and learning writing skill, there constraints faced by both teacher and students. The students got difficulties to combine and arrange the word to be a correct sentence, lacked of vocabulary mastery, less interested with the technique or activity of the English teacher in writing subject and students were lazy to do assignment. Because of that, the students cannot develop their writing skill optimally.

Peer review is a technique that referred to the response, evaluation and feedback towards their peers' writing before the teacher give the feedback itself.

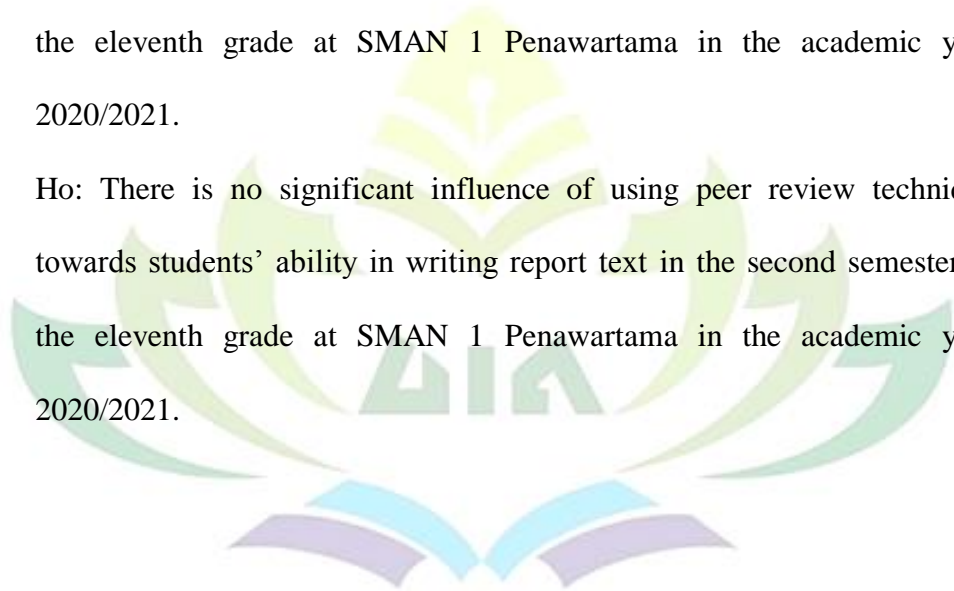
In this case, the teacher is going to teach the students by using peer review technique in teaching report text. Same as other writing, report text also need an idea to write. By using peer review technique, the student can more actively and more creatively. Peer review technique can help the students in exploring their idea.

H. Hypothesis

Based on the frame of thinking above, it can be concluded hypothesis was formulated as follows:

Ha: There is a significant influence of using peer review technique towards students' ability in writing report text in the second semester of the eleventh grade at SMAN 1 Penawartama in the academic year 2020/2021.

Ho: There is no significant influence of using peer review technique towards students' ability in writing report text in the second semester of the eleventh grade at SMAN 1 Penawartama in the academic year 2020/2021.



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